

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

October 28, 2010

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Mrs. Eleanor B. Saslaw, President  
Dr. Ella P. Ward, Vice President  
Mrs. Betsy D. Beamer  
Dr. Billy K. Cannaday, Jr.  
Mrs. Isis M. Castro

Mr. David M. Foster  
Mr. David L. Johnson  
Mr. K. Rob Krupicka  
Dr. Virginia L. McLaughlin

Dr. Patricia I. Wright, Superintendent of  
Public Instruction

Mrs. Saslaw called the meeting to order at 9 a.m.

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

Mrs. Saslaw asked for a moment of silence, and Dr. Ward led in the Pledge of Allegiance.

***APPROVAL OF MINUTES***

Mrs. Castro made a motion to approve the minutes of the September 23, 2010, meeting of the Board. The motion was seconded by Dr. McLaughlin and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

***RESOLUTIONS/RECOGNITIONS***

A Resolution of Recognition was presented to the following school divisions recently receiving the SACS/CASI District Accreditation:

- Prince William County Public Schools
- Wythe County Public Schools
- Colonial Heights City Public Schools
- Floyd County Public Schools
- Galax City Public Schools
- King William County Public Schools
- Buchanan County Public Schools

- Lee County Public Schools
- Norton City Public Schools

### ***PUBLIC COMMENT***

The following persons spoke during public comment:

- Dr. Dick Knettner
- Meg Gruber
- Dr. Juanita Jo Matkins

### ***CONSENT AGENDA***

Dr. Ward made a motion to approve the consent agenda. The motion was seconded by Mrs. Beamer and carried unanimously.

- Final Review of Financial Report on Literary Fund
- Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

#### ***Final Review of Financial Report on Literary Fund***

The Board approved the financial report (including all statements) on the status of the Literary Fund as of June 30, 2010.

#### ***Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List***

The following elements were approved with the Board's vote on the consent agenda:

1. Two projects, totaling \$15,000,000 are eligible for placement on the First Priority Waiting List.

DIVISION	SCHOOL	AMOUNT
Buckingham	Dillwyn Lower Elementary	\$7,500,000.00
Buckingham	Dillwyn Upper Elementary	75,000,000.00
	<b>TOTAL</b>	<b>\$15,000,000.00</b>

2. Five projects have been removed from the First Priority Waiting List because school divisions elected to participate in the Series 2010-1 Virginia Public School Authority/Qualified School Construction Bond program on June 28, 2010.
3. Virginia Beach City's College Park Elementary School project on the First Priority Waiting List was partially funded through participation in the same

Series 2010-1 bond program. However, on September 23, 2010, the school division requested that the reduced amount of \$89,106.67 that remained on the First Priority Waiting List be withdrawn from funding.

4. \$134,335 of Montgomery County's New Elliston-Lafayette & Shawsville Elementary School project on the First Priority Waiting List was funded through participation in the Series 2010-1 bond program. The original loan request for this project was \$134,535, leaving an unfunded balance of \$200. Board regulations require there be a minimum loan amount of \$50,000 for Literary Fund projects. Montgomery County has been notified that the \$200 remaining balance for this project has been removed from the First Priority Waiting List.
5. Five other school divisions had their projects on the First Priority Waiting List reduced due to participation (partial funding) in the Series 2010-1 bond program: Washington County's Patrick Henry High School project was reduced by \$772,661.94, Washington County's Meadowview Elementary School project was reduced by \$1,022,581.11, Washington County's Wallace Middle School project was reduced by \$1,092,892.20, Washington County's Glade Spring Middle School project was reduced by \$1,085,040.15, and Washington County's William N. Neff Center project was reduced by \$1,916,348.98.

#### ***ACTION/DISCUSSION: BOARD OF EDUCATION REGULATIONS***

##### ***First Review of a Notice of Intended Regulatory Action (NOIRA) to Repeal the Regulations Governing the Approval of Correspondence Courses for Home Instruction (8 VAC 20-601) and Revise the Regulations Governing Driver Education (\* VAC 20-340)***

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott said that the 1984 General Assembly adopted legislation amending the state's compulsory attendance laws to allow parents to teach their children at home in lieu of sending them to a public or private school. One of the provisions qualifying parents to instruct their children at home permitted them to enroll a child in a correspondence course approved by the Board of Education. On July 20, 1984, the Board of Education adopted criteria for approval of correspondence courses which became effective August 1, 1984. Section 22.1-254.1 of the *Code* was later amended to allow academic courses to be approved by the Superintendent of Public Instruction.

The 2008 General Assembly adopted HB 767 which removed the correspondence course approval requirements in §22.1-254.1 so that parents could use any correspondence course of their choosing to meet this option rendering the previous approval requirement moot. As a result of this action, the *Regulations Governing the Approval of Correspondence Courses for Home Instruction* are being repealed. However, the requirement for the approval of correspondence courses for driver education remains in §22.1-205.

In order to ensure compliance with this requirement, a new section governing the approval of correspondence courses for driver education by this department will be added to the *Regulations Governing Driver Education*. By adding a new section to the *Regulations Governing Driver Education*, the process for approval of correspondence courses for driver education will be consolidated in one set of regulations.

Dr. Cannaday made a motion to waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act. The motion was seconded by Dr. Ward and carried unanimously.

### ***ACTION/DISCUSSION ITEMS***

#### ***First Review of a Memorandum of Understanding for Norfolk City Public Schools for Compliance with the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA) (8 VAC 20-131-315) for Lafayette-Winona Middle School***

Dr. Kathleen Smith, director, office of school improvement, presented this item. Dr. Christine Harris, assistant superintendent of instruction for Norfolk City Public Schools was on-line from Norfolk City Public Schools to answer questions from Board members.

Dr. Smith said that once a school has failed to achieve a *Fully Accredited* status for four consecutive years based on its academic performance, the school shall be rated *Accreditation Denied*. As an alternative to the memorandum of understanding (MOU) required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Virginia Board of Education for a rating of *Conditionally Accredited*.

On September 17, 2009, the Board approved a rating of *Conditionally Accredited* for Lafayette-Winona Middle School. The rating was granted based on the school's reconstitution efforts and change in governance.

As indicated in 8 VAC 20-131-315 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)*, the *Conditionally Accredited* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education's approval of the reconstitution application. Based on assessments in 2009-2010, Lafayette-Winona Middle school has failed to make progress to achieve a status of *Fully Accredited*. The school has failed to meet the benchmarks in history for the second year. For this reason, the school will be rated *Accreditation Denied*.

**Pass Rates in History for the Past Three Years**

	2007-2008	2008-2009	2009-2010
Grade 6 History: US to 1877 (Pass rates provided by Norfolk City Public Schools)	N/A	33%	34.4%
Grade 7 History: US 1877 to Present (Pass rates provided by Norfolk City Public Schools)	N/A	66.7%	64.8%
Grade 8 History: Civics & Economics (Pass rates provided by Norfolk City Public Schools)	74.2%	68.5%	67.5%
Combined History Unadjusted* Scores	75.70%	60.97%	61.13%

\*An unadjusted pass rate is the percent of students demonstrating proficiency on the assessments that comprise the Virginia Assessment Program without adjustments as allowed by the Standards of Accreditation or by *the No Child Left Behind Act of 2001*.

As required by 8 VAC 202-131-315, any school rated *Accreditation Denied* in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board and affirmed through a MOU between the Board and the local school board. The local school board shall submit a corrective action plan to the Board for its consideration in prescribing actions in the MOU within 45 days of the notification of the rating. The MOU shall be entered into no later than November 1 of the academic year in which the rating is awarded.

Norfolk City Public Schools has met the requirements of 8 VAC 20-131-315. The corrective action plan was approved by their Board on October 19, 2010, after it was reviewed by parents. As stakeholders in the process, parents were given an opportunity to comment on the division's proposed corrective action plan. In addition, parents were notified of the rating from the Department of Education within thirty days of the notification of the rating.

Dr. Ward made a motion to waive first review and accept the proposed MOU for Lafayette-Winona Middle School as requested by the Norfolk City School Board. The motion was seconded by Mrs. Castro and carried unanimously.

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant the Professional Education Program at Christopher Newport University Accreditation by the Board of Education Approved Process**

Mrs. Patty Pitts, assistant superintendent, division of teacher education and licensure, presented this item. Mrs. Pitts recognized assistance from Dr. Ward, ABTEL, and the Virginia Department of Education staff.

Dr. Marsha Sprague, director of the teacher preparation graduate program at Christopher Newport University was present at the meeting.

Mrs. Pitts said that Christopher Newport University (CNU) requested accreditation through the Board of Education approved process. The following education programs offered at CNU have been approved by the Board:

- Computer Science (Graduate)
- Elementary Education PreK-6 (Graduate)
- English (Graduate)
- Foreign Language PreK-12 – French (Graduate)
- Foreign Language PreK-12 – Spanish (Graduate)
- History and Social Sciences (Graduate)
- Mathematics (Graduate)
- Music Education – Instrumental PreK-12 (Graduate)
- Music Education – Vocal/Choral PreK-12 (Graduate)
- Science – Biology (Graduate)
- Science – Physics (Graduate)
- Theatre Arts PreK-12 (Graduate)
- Visual Arts PreK-12 (Graduate)

An on-site visit to review the professional education program at CNU was conducted on March 28-31, 2010. The overall recommendation of the on-site review team was that the professional education program be “accredited.” The team made this recommendation based on the information available in the 2009 *Institutional Report*, and the evidence available during the March 28-31, 2010, site visit.

Below are the recommendations for each of the four standards:

<b>STANDARD</b>	<b>TEAM'S RECOMMENDATIONS</b>
Standard 1: Program Design	Met
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met

The following weaknesses were noted in Standards 1, 3, and 4. Specific issues for each standard are identified in the *Report of Findings* and must be addressed by the next accreditation review date.

## II. Findings for Each Standard

- A. Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.

Weaknesses:

1. There is a need to re-examine the field experience observation hours and connect these experiences more explicitly to all applicable coursework. While the field experiences and expectations are clearly delineated in some courses (SOC 314L and PSYC 521), the department should strive for the same consistency in all linked courses and in the required volunteer field experience requirement.
  2. Assessment and evaluation of teaching competencies of the candidates enrolled in the multiple field experiences, including practica, should be clearly documented and tracked. For example, there is a field experience log that requires candidates to record hours. This component could be used to track experiences across grade levels.
  3. Candidates and cooperating teachers expressed the need for expanding the variety of experiences that candidates have during field experiences both for the elementary, middle, and high school candidates.
  4. Candidates enrolled in the student teaching experience expressed that it would be helpful to have more lead time to prepare for the intern placement. They suggested that the handbook be provided prior to the winter break to provide a longer period of time for candidates to review the material. Furthermore, candidates expressed that they would benefit from additional time with the cooperating teachers prior to the placement to review the policies and procedures outlined in the Student Teaching Handbook.
  5. The CNU Teacher Preparation Council should review the practice of candidates taking additional courses during the student teaching experience.
- C. Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represents well-qualified education scholars who are actively engaged in teaching and learning.

Weakness:

1. Insufficient evidence was provided for the faculty demonstrating understanding of cultural differences and exceptionalities and their instructional implications. The Teacher Preparation Program (TPP) should ensure that the requirement for addressing multicultural experiences and students with exceptionalities be thoroughly addressed in course syllabi.
- D. Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

Weaknesses:

1. The Steering Committee of the Teacher Preparation Council should review the policy of denying Virginia Board of Education-approved substitute SAT or ACT

scores for Praxis I assessment scores for graduates from other institutions applying to the MAT program.

2. Consideration should be given to allocating resources to hire additional personnel for the purpose of supporting the field experiences for TPP candidates.

On October 4, 2010, the Advisory Board on Teacher Education and Licensure voted to recommend that the Board of Education accept the recommendation of the on-site accreditation review team that the professional education program at Christopher Newport University be “accredited,” indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Dr. Ward made a motion to accept for first review the Advisory Board on Teacher Education and Licensure’s recommendation to accept the recommendation of the on-site accreditation review team that the professional education program at Christopher Newport University be “accredited,” indicating that the program has met the standards as set forth in 8VAC-20-542-60 of the *Regulations Governing the Review and Approval of Education Program in Virginia*. The motion was seconded by Mr. Foster and carried unanimously.

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the Regulations Governing the Review and Approval of Education Programs in Virginia**

Mrs. Pitts presented this item. Mrs. Pitts said that thirty-seven institutions of higher education in Virginia have approved programs for the preparation of instructional personnel. Nineteen of the 37 institutions also have approved programs for the preparation of administrative and supervision preK-12 personnel.

Mrs. Pitts said that the *Regulations Governing the Review and Approval of Education Programs in Virginia* require that approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80 percent biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.



2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.
3. Structured and integrated field experiences to include student teaching requirements.
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences.
5. Evidence of contributions to preK-12 student achievement by candidates completing the program.
6. Evidence of employer job satisfaction with candidates completing the program.
7. Partnerships and collaborations based on preK-12 school needs. Indicators of the achievement of this standard shall include the following:
  - a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.
  - b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.

#### Approved Programs (Excluding Administration and Supervision)

Each of the 37 institutions of higher education offering approved programs submitted evidence that they had established partnerships and collaborations in the following categories:

1. Field experience: The partnerships and collaborations address experiences, such as internships, practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring preK-12 students.
2. Professional development: The partnerships and collaborations include staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.
3. Community outreach activities: The partnerships and collaborations include after-school and summer programs and camps, field trips, mentors for preK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college

visitations and transition, assessments and screening, and other extracurricular activities.

#### Administration and Supervision Programs

The 19 institutions of higher education offering administration and supervision programs submitted evidence that they had established partnerships and collaborations in the following areas:

1. Identifying, screening, and recruiting potential school leaders;
2. Preparing, training, and mentoring school leaders;
3. Providing professional development for school leaders; and
4. Offering internships, practica, and field experiences in school leadership.

#### *Motion 1:*

Dr. Ward made a motion to accept for first review the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for The College of William and Mary.

Dr. McLaughlin recused herself because of her employment at the College of William and Mary. The motion was seconded by Mrs. Beamer and approved with "yes" votes from the following Board members: Mr. Foster, Dr. Cannaday, Dr. Ward, Mrs. Saslaw, Mrs. Castro, Mr. Johnson, Mr. Krupicka and Mrs. Beamer.

#### *Motion 2:*

Dr. McLaughlin made a motion to accept for first review the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for The University of Virginia and The University of Virginia's College at Wise.

Dr. Cannaday recused himself because of his employment at the University of Virginia. The motion was seconded by Dr. Ward and approved with "yes" votes from the following Board members: Mr. Foster, Dr. McLaughlin, Dr. Ward, Mrs. Saslaw, Mrs. Castro, Mr. Johnson, Mr. Krupicka, and Mrs. Beamer.

#### *Motion 3:*

Dr. McLaughlin made a motion to accept for first review the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for all other colleges and universities with approved programs. The motion was seconded by Dr. Cannaday and carried unanimously.

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Approval to Add New Education (Endorsement) Programs at James Madison University, Longwood University, Lynchburg College, Radford University, Shenandoah University, University of Richmond, The University of Virginia's College at Wise, Virginia Intermont College, and Virginia State University**

Mrs. Pitts presented this item. Mrs. Pitts said that the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education.

Mrs. Pitts said that James Madison University, Longwood University, Lynchburg College, Radford University, Shenandoah University, University of Richmond, The University of Virginia's College at Wise, Virginia Intermont University, and Virginia State University have submitted requests to add new endorsement programs in the areas noted on the following chart:

Institution	Endorsement Program Requested	Level of Program
James Madison University	<ul style="list-style-type: none"> <li>Foreign Language PreK-12 – Italian</li> <li>Mathematics Specialist for Elementary and Middle Education</li> </ul>	Undergraduate
		Graduate
Longwood University	<ul style="list-style-type: none"> <li>Algebra I – Add-on Endorsement</li> </ul>	Graduate
Lynchburg College	<ul style="list-style-type: none"> <li>Special Education – General Curriculum K-12</li> </ul>	Undergraduate
Radford University	<ul style="list-style-type: none"> <li>Dance Arts PreK-12</li> <li>Science – Biology</li> <li>Science – Chemistry</li> <li>Science – Earth Science</li> <li>Science – Physics</li> <li>Special Education – Hearing Impairments PreK-12</li> </ul>	Undergraduate
		Graduate
		Graduate
		Graduate
		Graduate
		Graduate
Shenandoah University	<ul style="list-style-type: none"> <li>Career Technology Education – Business and Information Technology</li> <li>Elementary Education PreK-6</li> <li>English</li> <li>History and Social Sciences</li> <li>Mathematics – 6-12</li> <li>Middle Education 6-8</li> <li>Science – Biology</li> <li>Science – Chemistry</li> </ul>	Graduate
		Graduate
		Graduate
		Graduate
		Graduate
		Graduate
		Graduate
		Graduate
University of Richmond	<ul style="list-style-type: none"> <li>Special Education – General Curriculum K-12</li> </ul>	Undergraduate/ Graduate
The University of Virginia's College at Wise	<ul style="list-style-type: none"> <li>Theatre Arts PreK-12</li> </ul>	Undergraduate
Virginia Intermont College	<ul style="list-style-type: none"> <li>Theatre Arts PreK-12</li> </ul>	Undergraduate
Virginia State University	<ul style="list-style-type: none"> <li>Algebra I – Add-on Endorsement</li> </ul>	Graduate

*Motion 1:*

Mrs. Beamer made a motion to accept for first review the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new endorsement programs (including approval of partnerships) at James Madison University, Longwood University, Lynchburg College, Radford University, Shenandoah University, University of Richmond, Virginia Intermont College, and Virginia State University. The motion was seconded by Dr. Ward and carried unanimously.

*Motion 2:*

Dr. McLaughlin made a motion to accept for first review the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new endorsement program (including approval of the partnerships) at The University of Virginia's College at Wise.

Dr. Cannaday recused himself from voting because of his employment at the University of Virginia. The motion was seconded by Mrs. Castro and approved with "yes" votes from the following Board members: Mr. Foster, Dr. McLaughlin, Dr. Ward, Mrs. Saslaw, Mrs. Castro, Mr. Johnson, Mr. Krupicka, and Mrs. Beamer.

**Final Review of the Annual Measurable Objectives in Reading and Mathematics from 2010-2011 through 2013-2014 for Virginia's Consolidated State Application Accountability Plan Under the No Child Left Behind Act of 2001**

Mrs. Shelly Loving-Ryder, assistant superintendent for student assessment and school improvement, presented this item. Mrs. Loving-Ryder said that Virginia received final approval on July 29, 2010, from the United States Department of Education (USED) for the revisions to its accountability workbook submitted by the Board of Education on June 24, 2010. Approval of the revised workbook allows Virginia to maintain its Annual Measurable Objectives (AMOs) for reading and mathematics at 81 percent for reading and 79 percent for mathematics for the 2010-2011 school year based on tests administered in 2009-2010.

On August 23, 2010, USED informed the Virginia Department of Education that while USED maintains its approval for holding the targets for the AYP ratings based on tests administered in 2009-2010, a "To Be Determined" (TBD) status, presently stated in the workbook, was not acceptable for the remaining years through 2013-2014. USED has requested that Virginia set intermediate targets and a final target in 2013-2014 of 100 percent for both subjects. Virginia can, however, submit a waiver request to USED in any year to change the established intermediate targets. In addition, based on guidance provided by USED in 2006, states may modify their AMOs to ensure a smooth transition when changes in the test program occur. Virginia will implement new and more rigorous mathematics tests in 2011-2012 and new reading tests in 2012-2013.

Virginia's AMOs for 2001-2002 to 2009-2010

Year	Reading	Mathematics
	Approved 2010	Approved 2010
2001-2002	60.7	58.4
2002-2003	61	59
2003-2004	61	59
2004-2005	65	63
2005-2006	69	67
2006-2007	73	71
2007-2008	77	75
2008-2009	81	79
2009-2010	81	79

Section 1111 (H)(iii) of Public Law 107-110 of the *No Child Left Behind Act of 2001* states that intermediate targets for annual yearly progress can be maintained for up to three years without an increase in the targets. As noted above, Virginia will administer new, more rigorous mathematics tests in 2011-2012 and new, more rigorous reading tests in 2012-2013.

As the new tests are implemented, Virginia will continue to pursue the development of a growth measure that can be used as a part of its AYP calculations. The following annual proficiency targets are being proposed to replace the TBD status presently listed in Virginia's approved accountability workbook based on: 1) a review of Virginia's current data; 2) guidance provided in the NCLB law for establishing targets; and 3) the implementation of new and more rigorous mathematics and reading tests in the next several years.

Proposed Annual Proficiency Targets (Annual Measurable Objectives) in  
Reading and Mathematics between 2010-2011 and 2013-2014

Year	Reading	Mathematics
	Revised 2010	Revised 2010
2010-2011	82	80
2011-2012	82	80*
2012-2013	82*	80
2013-2014	100	100

\*New tests based on revised, more rigorous SOL will be implemented.

Dr. Cannaday made a motion to adopt annual proficiency targets (Annual Measurable Objectives) of 82 percent in reading and 80 percent in mathematics for 2010-2011 through 2012-2013 for Virginia's Consolidated State Application Accountability Plan under the *No Child Left Behind Act of 2001*. Annual proficiency targets for both reading and mathematics would be 100 percent for 2013-2014. The motion was seconded by Mrs. Castro and carried unanimously.

**Final Review of Multidivision Online Providers Approval Process: List of Accreditation Agencies**

Mr. Lan Neugent, assistant superintendent for technology, career, and adult education, presented this item. Mr. Neugent said that as specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the criteria for approving multidivision online providers. In developing the criteria for approval, the Superintendent of Public Instruction shall (i) require multidivision online providers to be accredited by a national, regional, or state accreditation program approved by the Board.

After careful research, a list of agencies have been chosen as those which are most highly qualified to provide accreditation to entities which provide online courses and programs for K-12 students in Virginia's public schools. No comments were received during the 30-day posting period after the list was received for first review.

Dr. Cannaday made a motion to approve the list of accreditation agencies for multidivision online providers. The motion was seconded by Mrs. Beamer and carried unanimously. The list of accreditation agencies is as follows:

- AdvancEd (formerly Commission on International and Trans-Regional Accreditation [CITA], North Central Association Commission on Accreditation and School Improvement [NCA CASI], and Southern Association of Colleges and Schools Council on Accreditation and School Improvement [SACS CASI])
- Middle States Association of Colleges and Schools Commission on Elementary Schools and Commission on Secondary Schools
- New England Association of Schools and Colleges (NEASC)
- Northwest Accreditation Commission (NWAC) (formerly Northwest Association of Accredited Schools)
- Western Association of Schools and Colleges (WASC)
- Virginia Council for Private Education (VCPE)

School divisions operating as multidivision online providers may be deemed as meeting accreditation requirements if a majority of its schools are fully accredited by the Virginia Board of Education.

**First Review of Establishment of Virtual School Programs in Virginia as Required in 22.1-212.23-27**

Mr. Neugent presented this item. Mr. Neugent said that as specified in § 22.1-212.24.A & B, the Superintendent of Public Instruction will develop, and the Board of Education will approve, the application, the application process, and the monitoring procedure for multidivision online providers. The purpose of the legislation is to ensure that quality online courses are provided to school divisions who are interested in alternative methods of instruction for students.

The document entitled *Establishment of Virtual School Programs in Virginia* contains a collection of work products related to the implementation of the virtual school programs legislation introduced by Governor Robert F. McDonnell and passed by the Virginia General Assembly in 2010.

The document includes

- the original legislation
- the vision for online virtual school programs based on research and best practices
- key responsibilities for each of the involved stakeholders
- the criteria for approval of multidivision online providers
- the list of approved accreditation programs (currently pending approval by the Board)
- the processes for
  - applying to become a multidivision online provider in Virginia
  - appealing decisions made by the Department of Education
  - monitoring providers as they fulfill contracts with divisions within the state
  - revoking approval of a provider should that prove necessary
- an initial timeline for implementation

Additionally, the document includes the four-part application to be completed online by organizations desiring to become an approved multidivision online provider in Virginia.

Dr. Cannaday made a motion to receive for first review the *Establishment of Virtual School Programs in Virginia* document. The motion was seconded by Dr. McLaughlin and carried unanimously.

**First Review of the Board of Education's 2010 Annual Report on the Condition and Needs of Public Schools in Virginia**

Dr. Margaret Roberts, executive assistant for the Board of Education, presented this item. Dr. Roberts said that the Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly. Section 22.1-18 of the *Code of Virginia* sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia.

Dr. Roberts said the *Code* requires that the annual report contain the following information:

1. A report on the condition and needs of the public schools as determined by the Board of Education;
2. A listing of the school divisions and the specific schools that report noncompliance with any part of the Standards of Quality (SOQ);
3. The full text of the current SOQ;
4. A justification for amendments;
5. The effective date of the current SOQ; and

6. A listing of any amendments, if any, to the SOQ being prescribed by the Board of Education.

At the Board of Education meeting on October 28<sup>th</sup> the Board was requested to review the draft document and make any necessary changes, additions, or deletions, all of which will be incorporated prior to the final review and adoption of the report.

Dr. Roberts also noted that some data elements are not yet incorporated into the draft text. The data are undergoing final verifications and will be added prior to the final review of the text at the Board of Education meeting on November 18, 2010.

Mrs. Beamer made a motion to receive the draft report for first review and give staff suggestions for additions and changes to be incorporated into the report prior to the final review on November 18, 2010. The motion was seconded by Dr. Ward and carried unanimously.

**First Review of Proposed English Language Proficiency Performance Targets for Annual Measurable Achievement Objective (AMAO) 1 for 2009-2010 in Virginia's Consolidated State Application Accountability Plan Under the No Child Left Behind Act of 2001 (NCLB)**

Mrs. Shelley Loving-Ryder presented this item. Mrs. Loving-Ryder said that the *Elementary and Secondary Education Act (ESEA)* as amended by the *No Child Left Behind Act of 2001 (NCLB)* requires all state education agencies to submit for approval to the United States Department of Education (USED) a consolidated state application accountability plan. In September 2003, the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application Accountability Plan under NCLB. States are permitted to revise the Plan by submitting requests for review and approval from USED.

The accountability plan includes establishing Annual Measurable Achievement Objectives (AMAOs) for limited English proficient (LEP) students that measure their progress in learning English AMAO 1 and attainment of English proficiency AMAO 2. In January 2010, Virginia requested and received approval from USED to set AMAO 2 (proficiency) at 15 percent for 2009-2010. At that time, a request was also made and approved to defer establishing a target for AMAO 1 (progress) until two data points were available from the administration of Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), adopted by the Virginia Board of Education as the state-approved English Language Proficiency (ELP) assessment. The 2009-2010 test administration provided the second data point and Virginia must now submit a revision to the accountability plan to establish the AMAO 1 (progress) target for LEP students for 2009-2010 based on the new ELP assessment.

Based on a review of Virginia's current ACCESS for ELLs data, the proposed target for the percent of LEP students making progress in learning English for 2009-2010 is 64 percent. The targets based on ELP assessments administered in 2010-2011 through 2013-2014 will be established upon review of the ACCESS for ELLs data in subsequent years.



**English Language Proficiency Performance Targets for  
AMAO 1 (Progress) and AMAO 2 (Proficiency) for  
2009-2010 through 2013-2014**

School Year	Percent of LEP Students Making Progress in Learning English (AMAO 1)	Percent of LEP Students Attaining English Proficiency (AMAO 2)
2009-2010	64	15*
2010-2011	TBD	TBD
2011-2012	TBD	TBD
2012-2013	TBD	TBD
2013-2014	TBD	TBD

\*already approved by USED

Mrs. Castro made a motion to accept for first review the proposed English language proficiency performance target for AMAO 1 (progress) for 2009-2010 for inclusion in Virginia's Consolidated State Application Accountability Plan. The motion was seconded by Mr. Johnson and carried unanimously.

**Annual Report from the Virginia Council for Private Education**

Mr. George McVey, president, Virginia Council for Private Education, presented this item. Mr. McVey said that at its meeting in November 1993, the Board of Education adopted a resolution that recognized the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education (VCPE). The resolution was primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other such purpose(s) which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE. The resolution specifies, among other things, that the Board of Education will receive an annual report from VCPE.

**Virginia Board of Education Resolution  
Recognizing VCPE: Accrediting Nonpublic Elementary and Secondary Schools**

**Resolution Number 1993-6**

**November 15, 1993**

WHEREAS, the *Code of Virginia* requires that all children who are five years old by September 30 and not older than 18 attend a public or private or parochial school to satisfy compulsory attendance laws; and

WHEREAS, the Virginia Council for Private Education (VCPE) was organized in 1974 as the Virginia affiliate of the National Council for American Private Education (CAPE) for purposes including "the encouragement of a broad public commitment to excellence in education"; and

WHEREAS, the VCPE established a Commission on Accreditation in July, 1985, "...for the purpose of approving appropriate accreditation processes for nonpublic schools in order to secure recognition for those schools by the State Department of Education"; and

WHEREAS, the Board of Education ceased accrediting nonpublic schools, and at its meeting on April 25, 1985,

approved recommendations affecting the relationship of nonpublic schools and the Department of Education; and

WHEREAS, the Department of Education has maintained and fostered an ongoing and viable relationship with the VCPE since that time; and

WHEREAS, the 1993 General Assembly of Virginia amended sections of the *Code of Virginia* relating to the licensure of child day care centers which included an exemption for "a certified preschool or nursery school program operated by a private school which is accredited by a statewide accreditation organization recognized by the State Board of Education..."; and

WHEREAS, the Board is desirous of reaffirming and strengthening its relationship with the VCPE;

NOW, THEREFORE BE IT RESOLVED that the Board recognizes the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education (VCPE) primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other such purpose(s) which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE; and

BE IT FURTHER RESOLVED that the Board will periodically review this recognition to ensure its continued relevancy and currency and the Superintendent of Public Instruction, or his designee, shall maintain contact with the VCPE and shall meet with its membership at least annually. Further, the Superintendent shall advise the Board on educational issues of concern to the VCPE.

*Adopted in the Minutes of the Virginia Board of Education  
November 15, 1993*

The Board received the report.

### ***DISCUSSION OF CURRENT ISSUES***

The Board discussed the recent media coverage of the textbook error. Mrs. Saslaw said that the Department will review its textbook adoption regulations and make recommendations to improve the process. The Board applauded the Department for taking immediate action when the textbook error was discovered. The Board suggested that the Department make changes to comply with the Twenty-first century when the textbook adoption process is reviewed.

Dr. McLaughlin said that the merger of two accreditation groups for teacher education programs may impact Virginia teacher preparation programs.

Dr. Ward congratulated LaTonya Waller, Richmond City Public Schools, as the 2011 Virginia Teacher of the Year.

Mr. Krupicka said that bullying guidelines are available to school divisions for their development of local student-conduct policies.

### ***EXECUTIVE SESSION***

Dr. Ward made a motion to go into executive session under *Virginia Code* Section 2.2-3711.A.41, to discuss personnel matters related to licensure. The motion was seconded by Dr. McLaughlin and carried unanimously. The Board went into executive session at 11:51 a.m.

Dr. Ward made a motion that the Board convene in open session. The motion was seconded by Mrs. Castro and carried unanimously. The Board reconvened at 12.45 p.m.

Dr. Ward made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only matters lawfully exempted from open meeting requirements under the Freedom of Information Act were discussed and (2) only the matters identified in the motion to have the closed session were discussed. The motion was seconded by Mrs. Castro and carried unanimously.

Board's Roll call:

Mr. Foster – Yes	Mrs. Castro – Yes
Dr. Cannaday – Yes	Mr. Johnson – Yes
Dr. McLaughlin – Yes	Mr. Krupicka – Yes
Dr. Ward – Yes	Mrs. Beamer – Yes
Mrs. Saslaw – Yes	

The Board made the following motions:

- To revoke the license of Martorri Andrews.
- To revoke the license of Mary Blake Acaigay.
- To revoke the license of Lori Anne Jarvis.
- To revoke the license of Bennie Jenkins.
- To revoke the license of Michael Brent Allen. Mr. Foster recused himself from voting on the revocation of the license of Michael Brent Allen.
- To deny the request for a license for Winifred Hoover-Campbell.
- To issue a Provisional License to Case #4.

### ***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Mrs. Saslaw adjourned the meeting at 12:48 p.m.

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President